

## PRINCIPALS' DECISION-MAKING PATTERN AND STAFF JOB PERFORMANCE IN SECONDARY SCHOOLS IN AKWA IBOM STATE, NIGERIA

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### **Absrtact**

*The study examined principals' decision-making pattern and staff job performance in secondary schools in Akwa Ibom State, Nigeria. Expost- facto dsign was used for the study. Research questionwith its corresponding hypothesis was raised to guide the study. The population of the study consisted of all the 235 principals and 6,921 teachers in Akwa Ibom state public secondary schools. Clusterand random sampling techniques were used to select all subjects in the study. The sample size was 680 teachers and 85 principals. This represented 70% and 36% of the population respectively. The instruments used in the study were Principals' Decision-Making Pattern Questionnaire (PDMQ) and Staff Job Performance Questionnaire (SJPQ). Cronbach's Alpha coefficient was used to determine the reliability coefficients of 0.89 and 0.91 for theinstruments respectively. Data collected were subjected to statistical analysis using Mean, Standard Deviation and Analysis of Variance (ANOVA). The hypothesis wastested at .05 level of significance. The finding revealed that there is significant difference in staff job performance based on principals' decision-making pattern. It was recommended from the study thatperiodical meetings should be held to seek the views of all teachers to make them feel as part of the organisation; and teachers should be involved in decision-making so as to promote creativity and innovation for effective teaching-learning process.*

**Key Words:** *Principals, Decision-Making, Staff Job Performance.*

### **Introduction**

Effective performance of teachers at any level of education is unarguably a function of the school administrators. This seems true because every school is headed by an administrator. The same is true of secondary school. All decisions made by the principal to a great extent have influence whether positively or negatively on the performance of teachers and students. Since the principal is the head of the decision- making process, the success or failure of the school therefore hinges on the quality of the decision made. As observed by Lunerberg & Orstein (2008), school administrators are evaluated on the results of their decisions, the quality of decision is the criterion used in judging administrators effectiveness. This implies that the quality of decision reached would not only have effect on teachers' performance but would also determine the value place on the achievement of students.

Decision-making in the school at different levels coverscurriculum and instruction, organisational structure, school finances, co-curricula activities, supervision of students' and teachers' performances, discipline, record keeping, entreprenueship, school community relations amongst others. Decision-making is essential practice in all aspects of the management function of planning, organizing, directing, staffing, controlling, coordinating, budgeting, staff welfare, sales and purchases, internal income generating ventures like canteen, farm produce,inter-housesports, clubs,staff and students personnel matters such as admission, promotion, request for teachers, assigning of subjects and classes, responsibilities and authorities toteachers based on hierarchyandspecialization. Ezoacha (2005) remarked that

unless the person in charge of the school is professionally competent, teachers' effort cannot be maximally effective. But unfortunately, school leadership training and appointment is often subjective and not dependent on clear cut performance indices (FRN, 2004).

Decision-making is the core function of management. This is because management depends on decision already reached since decision-making precedes actions. Decision-making is a fundamental process in any organisation and is a central responsibility of educational administrator. Peretomode (2006) observed that decision-making is the very heart of the administrative process and leadership. The author stressed that making quality decision makes quality organisation and the process through which decisions are reached is very important and is never an easy process. Bhagwan and Bhushan (2006) succinctly observed that, of all the problems in management, the problem of decision-making is the most difficult. They remarked that even in ordinary life to do or not to do is one of the most important riddles that an individual faces before leaping into action. Eghe (2003) viewed decision-making as choosing one course of action rather than another, finding a suitable solution to a new problem poised by a changing world. Simon (2008) sees decision-making as a process of identifying and selecting a course of action from available alternatives to solve a specific problem or take advantage of an opportunity. Decision-making therefore is a conscious process of making choices among alternatives with the intention of moving towards some desired state of affairs.

All organisations including the school make decision in order to be effective. In the school context however, decision-making is one of the most important functions of the school principal. On this background, Chukwuka (2014) maintained that "the action dynamic of educational administration is clearly seen from decision-making and found decision-making therefore as the development of wise solutions to problems". For an effective and efficient administration of schools, the decision or decisions reached must not only be accepted but equally implemented or the organisation fails. Miami (2004) opined that the reaching of a decision is the core of administration, all other attributes of the administrative process being dependent on, interwoven with and existent for the making of decision. Hoy & Miskel (2008) viewed decision-making as a process by which decisions are not only arrived at but implemented because until decision-making is converted into action, it is only a good intention. Recognizing the importance of decision-making in school administration, Taiwo (2010) maintained that the school principal has to ensure that all the programmes and the activities of the school are planned, designed, coordinated and integrated in such a way that the school is able to satisfy the needs of personnel in the school, the needs and expectations of the society and meet the educational goals and objectives of the school. Decision-making remains the hallmark of educational management.

Taylor and Tashakkori (2004) considered the relationship of teachers' decisional participation and school climate to teachers' sense of efficiency and their job satisfaction. The study revealed that teachers' participation in decision-making contributed more to the effect on teachers' job satisfaction. It was concluded that each of the three elements of school climate had a strong correlation with teachers' feelings of job satisfaction. Based on the findings, it was recommended that emphasis should be shifted from remediating students to remediating teachers and schools. This was thought will bring positive changes to the school and concurrently improve the symptoms of alienation in the school. Ogunsaju (2004) however argued that effectiveness in educational decision-making can be ensued when all categories of

people including students are allowed to share in decision-making especially on matters concerning, as they would be required to implement the decisions. By addressing the causes, the roots that lie in the nature of the school will be brought forth and concentrated on for optimum school improvement.

In a study of 116 k8-teachers in a Midwestern Metropolitan School District, Simylie (2002) investigated relationship between teachers' willingness to participate in school-level decision-making and teachers' sense of responsibility in work with students as determinants. The result revealed that teachers' willingness to participate in school decision-making is influenced primarily by their relationships with their principals. The finding also showed that the involvement of teachers in educational decision-making is based on the degree of openness that is perceived from the principal. It was concluded that teachers are more involved in decision-making when a rapport is created between them and the administration. Based on the findings, it was recommended that the administration should strive to keep the professional working relationships between them and teachers open and positive so that teachers would be willing to open themselves to be part of the school and decision-making process. Thus, Uyanga (2002) observed that decision-making results in policies, rules and regulations that direct, guide and influence the actions and behaviours of organisational members, most often, lead to the achievement of anticipated goals. This suggests that an open principal is focused, collaborative, facilitative, supportive of teachers' professional growth, congenial, value-based and is interested in providing a framework that exploits the talents of all for a strong working relationship.

Eghe (2003) pointed out that administrators who approach decision-making from the organisational perspective without showing appreciation for staff will eventually experience problems with the staff. An effective school administrator should calculate and evaluate the outcome of each alternative before making decision and this must be done timely. Decision should not be taken in isolation and hastily to avoid regrets. Iheijimaizu (1996) affirmed that any administrator who is in the habit of making quick decision runs the risk of making bad decisions. The author explained that failure to gather and evaluate available data to consider staff feelings and to anticipate the impact of the decision can result in quick but poor decision. There is need to point out that whether in administrative functions of organizing, planning, staffing, leading or controlling, the manager must be a good decision-maker and must make judgement and take decisions. Satyendra (2015) agreed that decisions made under panic and stresses are always low in quality and effectiveness. It must however be pointed out that administrators can make some decisions due to pressure arising from authorities, regulatory bodies, educational stakeholders, market situation, suppliers, economic, religious, cultural, environmental and personal interest. Okorie (2006) avowed that there are instances where managers of education base their decisions primarily on sentiments and on possible benefits that may accrue to them personally without serious consideration to the likely consequences of their own action on the organisation. Decisions made under these premises are not fair decisions and such decisions usually have negative influence on the performance of staff. It may however be argued that there is absolutely no right or wrong decisions but intelligent choices. This seems true because what one considers as a right decision in a particular time frame may turn out to be an unintelligent decision if circumstances change. Decision-making is an

inevitable activity of the principal of any school. Effective decision calls for a balance of attention towards organisational needs and individual needs within the organisation.

Decision-making is the key to understanding organisational structure and administrative process of the organisation. Okorie (2006) viewed decision-making as a process which one goes through in order to be able to pass judgement and terminate controversy. Taye in Omotayo and Abubakar (2013) observed that decision-making in the school can be improved through identifying a particular problem; gathering of relevant intelligent data relating to the problem; hypothesizing certain solutions; discussing solutions among the parties involved; choosing the most promising solution; implementing the solution on the trial basis; evaluating the trial; and deciding on the basis of this evaluation whether or not to implement fully or permanently. From this point of view, it then implies that a critical and logical analysis of all possible alternatives must be made before an administrator can take final choice of action which at one time or the other helps in solving the emergent problems. It is only on such grounds that we can pass accurate judgement that terminates impending controversies.

Supporting this view, Benjamin and Uzomba (2011) remarked that the purpose of decision-making is to solve problems and direct human behaviour towards a future goal. As true as this may be, there are some challenges administrators are most likely to face on their pathway of making quality decision for organisational success. These include but not limited to: self interest; use of uniformed personnel; nature and purpose of the organisation; characteristics of members; the environment of decision-making; cultural and ethical values, ethnic and religious considerations; political climate; shortage of reliable data; and existing laws and policies. But the problems in the school system are further compounded by those who take decisions on educational matters. Decision-making when done by those who have clear understanding of organisational goals are most likely to bring about good results but unfortunately, many decision-making milieu in Nigeria are dominated by people who make decisions about organisations which they know very little about (Osaretein, 2014). The author observed that some government officials who take decisions to be implemented in public schools may not have had the opportunity of having the much needed familiarity with the situation in the school. They lack the most needed experience and technical know how to operate in such an important ministry. Thus, we see non professionals being appointed as Ministers of Education, Commissioners for Education, Chairmen State Secondary Education Board, Education Secretaries, Supervisory Councillors for Education and other relevant parastatals. Osadolor in Osaretein (2014) rightly captured this scenario in the decision-making situation, when he posited that in many corrupt societies and organisations, those who take decisions on very important issues are people who are alien to the terrain. For any effective administration, the organisational decision needs be taken by career officers who are experts in the field, have the technical know how on the issue and well experienced on the job. To attain these set goals and objectives, decision made by the principal has to be timely, qualitative and must be implemented.

As a decision maker, the principal may be autocratic in one situation but participatory or laissez-faire in the next. Thus, different types of situations require different methodologies. The key to effective administration therefore is to correctly identify the situation and then choose the appropriate decision-making style. Orji (2008) suggested that there are personal and organisational decisions. The author explained that personal decisions refer to those decisions

which the individual makes for himself while organisational decision are those decisions made concerning the organisation and how it functions. According to the author, personal decision can affect organisational decision (when a teacher personally decides not to participate in certain school activities) as organisational decisions can equally affect personal decision. It was concluded that organisational decisions can be delegated while personal decision-making vests on the person concerned.

Abba (2008); Benjamin and Uzomba (2011); and Chukwuka (2014) listed three pattern of decision-making to include one-man pattern of decision-making (autonomy), minority pattern of decision-making and group or participative decision-making pattern. Autonomy decision-making means the making of decision by the administrator without involving the staff. Autocratic or dictatorial decision pattern is a bureaucratic process but when properly harnessed, accountability is ensued and decision is taken quickly. For this pattern to be effective there must be conditions callings for it if not, it leads to chaos, resentment and disagreement among the group members. When situation calls for simple and uncomplicated decisions, the administrator utilizes his acquired decision skills to arrive at a conclusion regarding a future rule of action (Chukwuka, 2014). Cohen (2006) asserted that decisions affecting the whole system should be made by the administrator. Supporting this claim, Ekhsomi (2013) maintained that decision-maker has in advance the knowledge of the outcome of the decisions and a fair knowledge of the probability of the outcome of the other choices. This pattern of decision-making has its own limitations and shortcomings.

Orji (2008) remarked that, this mode of decision-making is the least effective in using members' resources, obtaining their commitment or in achieving high quality. On the other hand, there are situations when a decision made by a single individual stands the test of time. Sharing this view, Kornhaust in Harris (2014) averred that a decision made by an administrator becomes more effective in terms of time saved; and the emergency of solutions to the problems. However, the situation when the administrator needs to make organisational decision alone according to Chukwuka (2014) depends very much on the possibility of permitting a particular individual to make a particular decision which will always depend on whether the information can be transmitted to the other members of the organisation whose behaviour it is supposed to influence. Blaim in Noah (2008) remarked that cases abound where managers took unilateral decision even in cases that concern the employees. This is because some managers see their employees as being incapable of contributing positively to decision-making and therefore should merely receive order and directive from them. Supporting this view, Apostolou (2000) affirmed that involving employees in decision-making is waste of time, lower efficiency and weaken effectiveness of management as most of them do not have the necessary skills and experience to contribute positively towards organisational development. Although each teacher in the school has different perception of the total situation, the principal is the only one to see the situation in its totality as the success or failure of the school is attributed to him or her.

Minority-pattern of decision-making utilizes the efforts of few members of the organisation while deciding on matters of interest to the whole group members (Chukwuka, 2014). In the school system, this few members could be representatives or head of various departments, vice principals and staff secretaries, school counsellors and other principal officers. Orji (2008) argued that the final decision will depend on the limited resources, skills

and experiences of only this few. With the current wave of democracy and to ensure effectiveness in the organisation, minority-pattern decision should be avoided. In matters of importance and interest to all the group members, it is ethical that every teacher in the school voices out his/her personal views. But it can be argued that in large schools, it maybe impossible at times to have all the teachers involved. Situations like this call for the minority-pattern if quick and urgent decisions must be made. Abdulai & Shafiwu (2014) declared that representative participation does not enhance positive impact on productivity. The authors however advised that in decision-making where all employees cannot participate, representative participation is the best and has positive impact on productivity since their grievances and views will be channelled through their representatives.

In many occasions, the adoption of representative rule does not satisfy the needs and decision of all organisations' members. Sharing the same view, Price (2008) pointed out that the extent to which the representatives really represent the rank and file in the organisation is highly questionable; the rank and file know little about the work of the representatives and expect little from them. The same seems to apply among the teachers as the head of departments and others will only be interested in their welfare. Adaralegbe (2004) remarked that when decision-making authority is centralised in the hands of supervisors, principals and few others, initiation is reduced, conflicts and hostility arise among members and individuals identify with the organisation to a lesser degree. Chukwuka (2014) cautioned that the use of minority in the group decision-making ought to be avoided as such occasions that proposed decision will be confronted with such prospects that if implemented will destroy group interest for all except those minority group.

Group or participative approach entails the involvement of teachers in the decision-making process. According to Noah (2008), participative decision-making is a special form of delegation in which the subordinates gain greater control, freedom of choice with respect to bridging communication gap between management and workers. Orji (2008) asserted that participation connotes consultation, delegation of authority and a process in which individuals have some influence on decisions which affect them. When teachers are consulted before decisions are made, resistance would be reduced and commitment increased. Ejue (2003) supported this view and remarked that involving those who will implement the decisions in its making process helps management to make good decisions and also makes workers feel that the decision is theirs, thereby working diligently towards its implementation. Abba (2008) agreed that when staff sufficiently identify with organisational goal, they give out their best but when staff feel alienated without involvement, they tend to subvert the efforts rather than contributing to the overall running of the organisation. Contributing in this regard, Lischerson (2004) supported that participation is essential in order to achieve social justice, workers' wellbeing, and organisational efficiency. The author explained further that participation will enable the organisation to make good use of its members' knowledge and experience, lower workers resistance and increased performance.

A study conducted by Ahinka (2005) on principals' characteristics and ability to manage conflicts in secondary schools in Akwa Ibom State revealed that there is a significant relationship between decision-making pattern and staff performance. It was concluded that staff participation in the decision-making on matters that affect them; and exposure of staff to new experience and different techniques of doing the job enhance their performance. Based on

the findings, it was recommended that staff should be involved in decision-making especially on issues that concern them. This implies that teachers' participation in the decision-making especially on matters affecting them will propel them towards higher productivity. Ofo and Eferakeya (2004) admitted that when a leader carries the subordinates along the line, the rate of success is more pronounced because the task has been turned to a collective responsibility. To buttress this fact, Edunoh (2006) investigated the influence of motivation, principals' leadership styles, and teachers' participation in decision-making and science teachers' teaching effectiveness in Calabar Municipality of Cross River State. One of the findings was that, there is a significant influence of teachers' participation in decision-making on teaching effectiveness. Based on the findings, it was concluded that teachers work better in a conducive and social environment. It was recommended among others that teachers should be recognized, allowed to be innovative and to take part in decision that directly concern them, as these will motivate them and enhance greater effectiveness in their teaching profession. Olurunsola and Olayemi (2011) in their study concluded that involvement of teachers in the decision-making process leads to higher productivity and satisfaction of the participants. It was recommended from the study that teachers should be involved in decision-making as this is the heart of administrative processes and leadership.

A similar study carried out by Abdulai & Shafiwu (2014) revealed that when employees are allowed to participate in decision-making in various forms, decision implementation becomes easy; it creates good environment, increases commitment and satisfaction on decision taken and also increases employees' morale. The direct consequences would be improved productivity since they feel recognized and as part of the team in the organisation. In support of the above findings, study conducted by Omobude and Igbudo (2012) showed that participation in decision-making influence performance. The study revealed that teachers in the private schools who participated in the decision-making performed better than their counterparts in the public schools who were not involved in the decision-making process. Similarly, Chukwuka (2013) examined conflicts factors in the implementation of administrative decisions between principals and teachers in Aro-Chukwu Local Government Area of Abia State. The findings revealed that non-participation of teachers in decision-making constitute a factor for conflict in the implementation of these decisions. The study also showed that participation is closely associated with commitment and involvement which relates to high productivity, low grievances, teachers motivation and job satisfaction. The study concluded that principals and teachers must co-operate to ensure effective educational programmes as neither sound nor effective school management could be achieved when teachers and principals do not co-operate. The study also deduced that, it was not always successful to rule or administer teachers with ready made decisions.

Based on the findings, it was recommended among others that, the rights and responsibilities of teachers and principals in decision-making should be clearly stipulated through an established codes of conduct and all those involved be made to understand them; secondary schools principals should provide communicative and participative processes in which individual members of staff will have the opportunities and freedom to express their views and opinions in any kind of administrative decision-making as this will help to ensure effective and uninterrupted instructional programmes; and the participation of teachers in the

administrative decision-making should be made compulsory as teachers will be willingly ready to implement those decisions which they are part of.

Lischerson (2004) established from the study conducted on decision-making and commitment of organisational members that job-performance in any organisation depend greatly on administrator's decision-making pattern. The researcher concluded that the groups that take decisions were likely to be committed to such decisions. It was recommended that staff should be involved in decision that concerns them. It is of common knowledge that the individual finds security in a dynamic climate in which he or she shares the responsibility for decision-making. Sagie & Aycan (2003) opined that employees must be involved in the decision-making process if they are to understand the need for creativity and if they are to be committed to changing their behaviour at work, in new and improved ways. Ocho (2001); Umoh (2006) and Noah (2008) collaborated that employees' involvement in decision-making serves to create a sense of belonging among the workers as well as congenial environment in which both the management and the workers voluntarily contribute to healthy industrial relations. A teacher will be more secured in implementing goals, policies and programmes he/she helps to formulate and understand better. Douglas (2010) established that the chances for better policy making, for better legislation, for better curriculum etc. are greater if a group with varying and wide range of backgrounds develops them rather than an individual with no check and balances, relying upon ingenuity and imagination. Ezeocha (2005) opined that in modern times, organisations have become so complex in activity and operation that decisions made by a single individual hardly fall within the zone of acceptance of all in the organisation. Individual members have different abilities and capabilities to be tapped through participation. Sharing a similar view, Zoll (2006) observed that school operation is becoming so large and complex in activity that authority can no longer reside in an individual, but must be shared with every one in order to capitalize upon the abilities and ideas of all.

Teachers' participation in schools' decision-making have been criticized by some scholars as being time wasting coupled with inefficiency and low productivity. Refuting this claim, Duffy (2009) found out that leadership involving a higher degree of participation than is customary is public bureaucrats and where used will result in higher productivity without any parent cost in terms of wastages effectiveness. Supporting this claim, Orji (2008) maintained that only shared decision-making which involves the principals and teachers would ensure high morale on the part of teachers, co-operation between principals and teachers, discipline and high productivity in the secondary school system. Nwagbara (2004) agreed to these findings and enumerated the benefits of involving staff in decision-making to include: is a means of promoting the satisfaction and personal development of individual worker; it is a means of extending democracy from political arena to the industrial sphere; it exposes many approaches to problem solving which were beyond the knowledge of one individual; communication problem is greatly reduced; it is a means of improving industrial relations; and a means of increasing efficiency and also creates a community of interest between the administrator and staff thereby furthering the long term prospect of the organisation.

Nwagbara (2004) and Njoku (2007) however pointed out the problems of involving staff in decision-making as, an illegitimate intrusion upon managerial prerogatives; a breakdown in efficiency since shared decision-making is time and energy consuming; besides, collective decisions are faulty sometimes; a dominant member could influence the decision of others and



members may be forced to conform to low quality decision by social group pressures. Peretomode (2006) agreed that involving staff in decision-making is an invitation to opposition and contention in the ranks. The author explained that educational administrators who may have worked hard and stood in line for years to attain leadership position and power may not share decision-making with their subordinates. This notwithstanding, experience has shown that teachers are usually more effective in carrying out their job when they are allowed to take part in decisions that concern them. Teachers' participation in the planning process leads to potential innovation, which may facilitate effective teaching-learning process. By identifying problems, collecting information, seeking alternative source of solving the problem and appraising the choice, the principal will always be in charge of situations as they arise.

As observed by Awofeso (2005), there is need for workers to discuss with supervisors and influence decisions that affect them. The author explained further that in modern time, participation in decision-making by subordinates is a new form of control in which workers seize to see their supervisors as bosses, but as co-workers, with more commitment on their part. Decision-making is a team effort and should be encouraged in any organisational setting if the goals are to be achieved. It is a co-operative effort and a collective activity in which all levels of administration participate. In the words of Bhagwan and Bhushan (2006), the author summarizes thus:

*Decision-making in government is a plural activity. One individual may pronounce the decision, but many contribute to the process of reaching the decision. Decisions are results of long deliberations to which staff participate. However, the administrator must have the final say, must ultimately give the final work. This is because of the fact that in the final analysis, it is he who has to own the burden of responsibility of the consequences of a particular decision (p.223).*

It is therefore imperative for administrator to embrace a participative decision-making approach in the school system to create conducive environment for team work as this will enhance staff performance. This is the most effective way of satisfying staff and students, and getting their co-operation, support and encouragement towards the realization of instructional goals.

### **Statement of Problem**

A school is a social unit of people structured and managed to pursue collective goals. All secondary schools have principals who decide on the affairs and progress of their schools. But many schools have experienced lack of commitment and dedication by teachers towards implementation of decisions taken by the principals which undoubtedly has serious repercussions on organisational success. Much dissatisfaction emanating from decisions taken by the principals has led to many actions taken by the teachers including absenteeism, truancy, and insubordination with school authority, indiscipline, transfer or even outright leaving of service. These consequently lead to lack of organisational commitment, low labour-management relations which reduce productivity. It is against this background that the study seeks to investigate the difference in staff job performance based on principals' decision-making pattern.

### **Research Question**

What is the difference in staff job performance based on principals' decision-making pattern?

### Null Hypothesis

There is no significance difference in staff job performance based on principals' decision-making pattern.

### Research Method

The ex-post facto research design was used in this study. The design was considered most appropriate because the researcher investigated phenomena in which interactions between the independent and dependent variables had already occurred and were not manipulated. The independent variables were studied in retrospect in order to establish their possible influence on dependent variables. The population of this study consisted of all the 235 principals and 6,921 teachers in public secondary schools in Akwa Ibom State. (Source: State Secondary Education Board, Research and Statistics Division, 2014/2015 School Year).

**Table 1: Sample and Sampling Frame for Secondary Schools' Teachers**

Senatorial District	No. of Principals Per LEC	No. of LEC	Total No. of Schools Sampled Per LEC	No. of Trs. Per LEC	No. of Trs. Sampled Per LEC	Percentage of Trs. Sampled (70%)
Akwa Ibom South	63	7	25	1,152	200	20%
Akwa Ibom North East	86	9	30	2,514	240	25%
Akwa Ibom North West	86	9	30	3,255	240	25%
<b>Total</b>	<b>235</b>	<b>25</b>	<b>85</b>	<b>6,921</b>	<b>680</b>	<b>70%</b>

In Akwa Ibom South Senatorial District, 25 principals were randomly selected; while 30 principals were randomly selected from Akwa Ibom North East and Akwa Ibom North West Senatorial Districts (Akwa Ibom South Senatorial District has only 63 principals and seven LECs while Akwa Ibom North East and Akwa Ibom North West have 86 principals and nine LECs each). Seventy percent (70%) of teachers were randomly selected from the total numbers of teachers in each Senatorial District and eight teachers were selected from each school. Simple random sampling technique was used to select all respondents. In simple random sampling technique, all teachers and principals have equal chance of participating in the study and no member of the population was deliberately omitted. The respondents were selected through balloting. Because of probability and chance, the sample contained subjects with similar characteristics to

the population. The names of all public secondary schools in Akwa Ibom State were written on separate pieces of papers. After, these pieces of papers were folded and put in a bag and the bag was well shaken to ensure proper mix-up of the folded pieces of papers. From here, the ballot papers were picked by one of the research assistants who were blindfolded. The research assistant picked one piece of paper at a time until 85 schools by implication principals were selected. The same procedures were used to select 680 teachers from the sampled population. 85 principals and 680 teachers picked were those who participated in the study. (See sampling frame as shown in Table 1).

## Results

### Research Question

What is the difference in staff job performance based on principals' decision-making pattern?

**Table 2: Mean and standard deviation analysis of the difference in staff job performance based on principals' decision-making pattern (N = 680)**

Principals' decision-making pattern	N	Mean of staff job performance	SD
Participative	343	53.41	7.63
Minority	176	47.51	6.12
Autonomy	161	45.92	5.32

Entries in Table 2 shows the mean for staff job performance under participative, minority and autonomy patterns of decision-making as 53.41, 47.51 and 45.92 respectively. This means that teachers under principals with participative pattern of decision-making performed better than those under principals with minority and autonomy (one man) decision-making pattern. Furthermore, the standard deviations 7.63, 6.12 and 5.32 show the variation of respondents' responses and how each respondent's score deviates from the mean. In other words, standard deviations give the average of all deviations from the mean for staff performance under participative, minority and autonomy patterns of decision-making respectively. This implies that staff job performance in secondary schools is not by chance, but real differences exist based on principals' decision-making pattern.

### Hypothesis

There is no significance difference in staff job performance based on principals' decision-making pattern.

**Table 3: Summary analysis of variance of staff job performance based on principals' decision- making pattern (N=680)**

Source of Variance	Sum of Squares	df	Mean Square	F-value	F-crit	Decision at P ≤ .05
Between groups	7751.985	2	3875.993			
Within groups	31064.296	677	45.885	84.47	2.22	*

<b>Total</b>	<b>38816.281</b>	<b>679</b>
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\* = Significant at .05 level of significance.

The results of analysis in Table 15 gave F-value of 84.47 which was found to be greater than the critical F-value of 2.22 at .05 level of significance. This leads to the rejection of the null hypothesis that there is no significant difference in staff job performance based on principals' decision-making pattern. Hence, it can be concluded that the performance of staff who serve under principals with participative decision-making pattern better than their counterparts who serve under principals with minority decision-making pattern and autonomy decision-making patterns respectively.

### **Discussion of Findings**

The testing of hypothesis revealed that staff job performance in secondary schools significantly differs based on principals' decision-making pattern. This is because the calculated t-value of 48.471 obtained is greater than critical t-value of 2.22 at .05 level of significance with 678 degree of freedom. This result is attributed to the fact that each decision-making pattern has its distinctive characteristics that could differently influence the performance of staff. The study further revealed that teachers under participative principals outperformed those ones under the minority and autonomy principals. This could be associated with the fact that the participative principals compared, to the other minority and autonomy, ensure that teachers regard school decisions as theirs thereby working diligently towards their implementation. The finding of this study is in agreement with the findings of studies carried out by Lischerson (2004); Ahinka (2005); Douglas (2010) and Zoll (2014) which revealed that the groups that take decisions were likely to be committed to such decisions. Similar studies conducted by (Ocho 2001); Taylor & Tashakkori (2004); Umoh (2006); Noah (2008) and Orji (2008) established that involvement of staff in decision that concerns them leads to higher productivity. They concluded that the groups that take decisions were likely to be committed to such decisions. The finding of this study have credence from that of Iheijiamazu (1996); Ejue (2003); Ofo and Eferakeya (2004); Okorie (2006) and Sotyendra (2015) who found out that any administrator who is in the habit of making quick decision runs the risk of making bad decisions. They agreed that failure to gather and evaluate available data to consider staff feelings and to anticipate the impact of the decision can result in quick but poor decision. Findings from the works of Awofeso (2005), Edunoh (2006); Noah (2008); Oluransola & Olayemi (2011); Chukwuka (2013); and Abdulai & Shafiwu (2014) supported the finding of this study that participative decision-making apart from giving a sense of belonging to the teachers within the school also ensures easy co-operation in the implementation of such decisions which they have been part of.

In contrast, the result of this study disagrees with that of Apostoluo (2000); Nwagbara (2007); Peretomode (2007); Njoku (2007); Duffy (2009) and Abdulai & Shafiwu (2014) who discovered that involving staff in decision-making is an invitation to opposition and contention in the ranks. Peretomode (2006) adds that educational administrator who may have worked hard and stood in line for years to attain leadership position and power may not share decisions with their subordinates. Cohen (2006) and Chukwuka (2013) agree that a decision made by a single individual stands the test of time and becomes more effective in time saved and the

emergency of the solutions to problems. Ekhsomi (2013) supports this view with the assertion that the decision-maker has in advance the knowledge of the outcome of the decisions and a fair knowledge of the probability of the outcome of the other choices. Price (2008) however argues that the extent to which the representatives really represent the rank and file in the organisation is highly questionable hence all teachers should be involved in decision-making. With the current wave in democracy and to ensure effectiveness in the school, it is ethical that every staff of the organisation voices out his/her personal view. This will enhance quality decision-making in the school and will help them to execute their responsibilities without any difficulty. But it may be argued that in large schools, it seems impossible at times to have the staff involved in decision-making especially when emergency situations arise. What one principal considers as a right decision may turn out to be a wrong decision if circumstances change. Also, urgent and emergency situations in the school call for the autonomy or minority pattern approach if quick and urgent decisions are to be taken and crisis averted. This is imperative since no pragmatic and rational leader will welcome democracy in times of emergency.

### Conclusion

Based on the findings of the study, it was concluded that staff who work under principals with participative decision-making pattern performed better than those who work under principals with autonomy and minority decision-making patterns.

### Recommendations

Periodical meetings should be held to seek the views of all teachers to make them feel as part of the organisation. Non-involvement of teachers or adoption of minority approach in decision- can give room to chaos in the school system. Teachers should be involved in decision-making so as to promote creativity and innovation to facilitate effective teaching-learning process.

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